

What's new

We're launching a bold new curriculum and student experience, fundamentally reshaping a liberal arts education to match today's needs. We're preparing graduates to engage with complex contemporary issues and develop the skills to transition to a wide variety of careers.

Hampshire educates students for the shifting challenges of jobs, graduate school, entrepreneurship, and life. Our students have deep and direct experience managing projects, integrating knowledge, taking risks, persisting through failure, working independently and collaboratively, and asking critical, original questions.

Graduates today encounter opportunities and problems that don't fit neatly into stock majors or departments, and neither should their education.

Employers overwhelmingly agree that critical thinking and developing skills that cut across majors are the best preparation for long-term career success.

Our goal? *To radically transform how students learn.*

top 3%

of colleges and universities sending their alums to earn research PhDs

90%

of alums report receiving a job offer within 6 months of graduating

25%

go on to start their own business or non-profit



By empowering our students to pursue questions they're most passionate about, many develop a love of learning that is absent from most education in this country. I believe we are designing the future of undergraduate education, a future that students want now and will only be able to get here. > **Ed Wingenbach, president**

Starting with Hampshire's 50th anniversary class, students will join with other students, faculty, and staff to learn and work collaboratively around four themes:

- 1 **Environments & Change** How do we conceive of, interact with, and shape the physical, intellectual, and cultural spaces we inhabit?

- 2 **In/Justice** How do justice and injustice impact our lives, and how can we effect change?

- 3 **Media & Technology** How do we use our imaginations, technology, and art to reflect and construct realities?

- 4 **Time & Narrative** Who are we, how did we come to be, and how do we envision our pasts, presents, and futures?

Div I: Fall	> Seminar 1	> Campus-Engaged Learning
<ul style="list-style-type: none"> > Elective > Elective > Elective <i>(optional)</i> 		
Div I: Spring	> Seminar 2	> Campus-Engaged Learning
<ul style="list-style-type: none"> > Elective > Elective > Elective 		

How will the themes be incorporated in the curriculum?

Along with courses of their choosing, students in their first year will take a seminar each semester covering one of the themes, team-taught by faculty from wide-ranging disciplines. In Division II and III, seminars associated with the themes will support students' transitions through their academic program. Students will progress through a series of projects and take part in new community academic events around the themes — forums, conferences, symposia, and showcases.

What is Campus-Engaged Learning?

Students will participate in all-campus events focused on building an inclusive and accessible community, and engage in campus projects and activities based on their interests. Students will reflect on their experiences and perspectives in community; learn to effectively express themselves, listen to others, and establish relationships; and develop their capacity to work collaboratively.

Students will:

Actively grapple with pressing questions and issues starting in their first semester.

Explore and innovate freely across multiple methods and practices and all fields of knowledge, across the arts, sciences, technology, social/political inquiry, and humanities.

Develop lifelong skills central to a liberal arts education: creative problem-solving, applied critical thinking, entrepreneurialism, and agility for dealing with complexity and uncertainty.

Integrate learning in and out of the classroom through courses, workshops, field study, community learning, study abroad, internships, co-curricular activities, and more.



We're taking the ideals that Hampshire was founded on and taking them to the next level. We're all interested in pushing science forward, teaching forward, and using the freedom we have here to do that. > **Christina Cianfrani, associate professor of hydrology**